



Hardeeville Elementary

150 Hurricane Alley
Hardeeville, SC 29927

Grades	PK-5 Elementary School	
Enrollment	537 Students	
Principal	Rechel Anderson	843-784-8400
Superintendent	Dr. Vashti K. Washington	843-717-1100
Board Chair	Berty Riley	843-263-6984

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Average
2012	At-Risk	Below Average
2011	At-Risk	Below Average
2010	At-Risk	Good
2009	Below Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

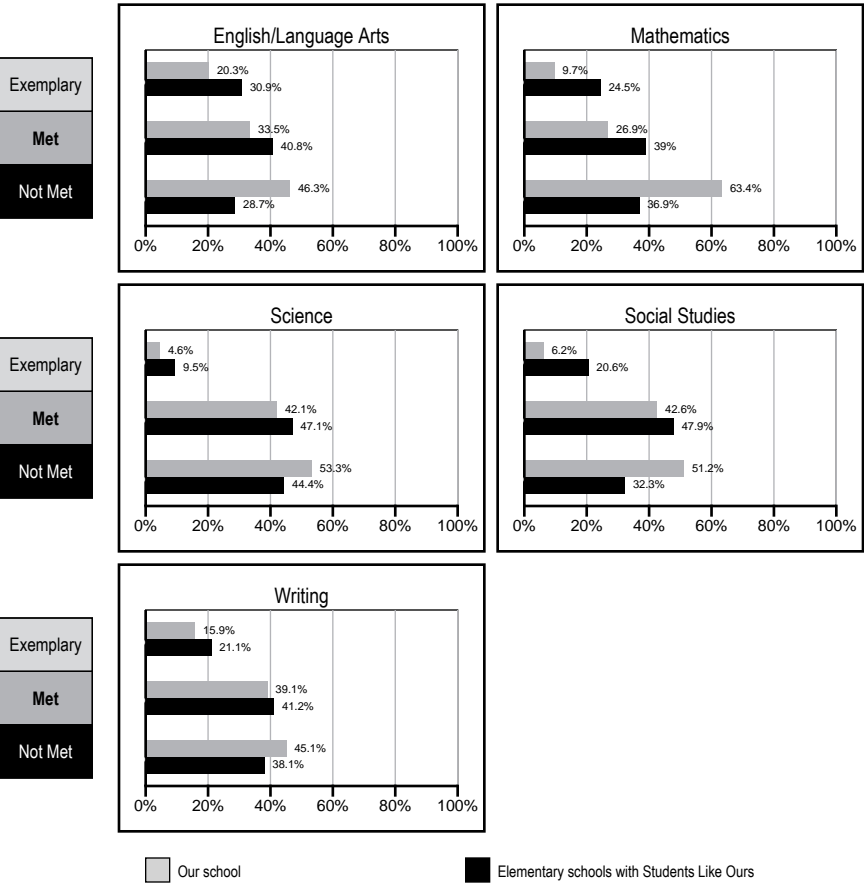
94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	13	119	34	10

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=537)				
First graders who attended full-day kindergarten	63.6%	Down from 100.0%	100.0%	100.0%
Retention rate	0.6%	Up from 0.4%	1.1%	0.9%
Attendance rate	95.3%	Down from 96.1%	95.9%	96.3%
Served by gifted and talented program	0.5%	N/A	3.7%	7.2%
With disabilities	7.8%	N/A	13.3%	12.4%
Older than usual for grade	2.0%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	79.5%	Up from 60.4%	60.0%	62.5%
Continuing contract teachers	68.2%	Up from 62.5%	79.3%	83.3%
Teachers returning from previous year	75.4%	Down from 75.5%	85.2%	88.3%
Teacher attendance rate	94.5%	Down from 96.6%	94.8%	95.0%
Average teacher salary*	\$48,692	Up 3.8%	\$46,408	\$48,193
Professional development days/teacher	1.4 days	Up from 0.7 days	11.0 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 16.8 to 1	18.6 to 1	20.1 to 1
Prime instructional time	89.1%	Up from 77.2%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,929	Down 9.7%	\$7,936	\$7,364
Percent of expenditures for instruction**	71.0%	Up from 68.8%	68.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Up from 66.1%	65.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Hardeeville Elementary School provides a comprehensive curriculum that fosters a commitment to academic excellence within a safe and caring environment. Our Hardeeville Elementary Family continues to ensure that our students are first and academic excellence remains our focus!

The citizens of Hardeeville Elementary continue to have much to be proud of as a community, school family, and professional educators. Our school collaborates with stakeholders in order to provide the optimum educational experience for our students. The bond between the community and Hardeeville Elementary School confirms its commitment to educational excellence in the lives of children. Our community donated several items to support our Positive Behavior Intervention Supports for our students. The school continued to execute its Strategic Plan. The school continued on its upward movement during the 2012-2013 school year in its commitment to meet the needs of all students through collaboration with stakeholders. Teachers addressed the varied learning styles of students by utilizing proven teaching methodologies and instructional strategies. Student achievement data is continuously analyzed within a Professional Learning Community culture, and shared with parents, students and stakeholders to ensure collaboration and support towards improvement. This year, we were pleased to share in a Partnership with the United Way of the Low Country to include volunteers that provided additional Literacy Instructional Support to our students. More specifically, a group of Sun City Volunteers continued the Annual "My Very Own Book" Project to ensure that our students received a book to continue reading.

The 2012-2013 MAP Assessment data and benchmark data have revealed that our students have shown improvements in all the content areas of ELA, MATH, SOCIAL STUDIES and SCIENCE. There is still work yet to be done in all the content areas, more specifically, the content areas of MATH and SCIENCE at all grade levels. The school's changing demographics continue to contribute to an emerging achievement gap among the diverse student population; however, our school provided additional individualized instructional support to our students in the content areas of ELA, MATH, SCIENCE and SOCIAL STUDIES. Our school continues to soar with many achievements. One of Hardeeville Elementary's Instructional Coaches was named the District Instructional Coach of the Year, our Parent Liaison was named the District Classified Staff of the Year, and two teachers received the Palmetto Electric Bright Ideas Grant as well as our Instructional Coaches. In addition, our Parent Liaison and Guidance Counselor completed planning to implement a form of Back-Pack Buddies for the 2013-2014 school year for our families of need.

Hardeeville Elementary's growth and hard work of teachers and students validates our commitment to our vision: "Failure is NOT an Option!" We will continue, in partnership with the community, to educate, inspire and empower our students to meet challenges and achieve success."

Mrs. Rechel Anderson, Principal
Ms. Priscilla Green, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	60	32
Percent satisfied with learning environment	85.3%	81.7%	87.5%
Percent satisfied with social and physical environment	91.2%	90%	72.7%
Percent satisfied with school-home relations	68.6%	80.3%	81.8%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	29.0
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Hardeeville Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	8.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	627.9	604.8	589.6	603.1	100.0	100.0
Male	622.5	600.6	583.3	602.9	100.0	100.0
Female	633.8	609.3	595.8	603.4	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	628.0	607.6	588.7	607.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	623.3	597.4	589.9	596.2	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	621.5	596.0	588.4	594.9	100.0	100.0
Subsidized meals	624.1	601.6	586.6	600.7	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	118	99.2	38.7	33.3	27.9	61.3
	4	92	100	47.7	35.2	17	52.3
	5	115	99.1	53.6	39.3	7.1	46.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	85	100	32.4	35.1	32.4	67.6
	4	93	100	56.3	24.1	19.5	43.7
	5	77	100	47.8	44.8	7.5	52.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	118	100	57.7	25.2	17.1	42.3
	4	92	100	50	40.9	9.1	50
	5	115	100	62.5	36.6	0.9	37.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	85	100	74.3	20.3	5.4	25.7
	4	93	100	55.2	28.7	16.1	44.8
	5	77	100	62.7	31.3	6	37.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	59	100	69.1	23.6	7.3	30.9
	4	91	100	60.9	37.9	1.1	39.1
	5	59	98.3	63.6	32.7	3.6	36.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	42	100	48.6	45.7	5.7	51.4
	4	93	100	52.9	43.7	3.4	47.1
	5	39	100	61.3	32.3	6.5	38.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	59	100	37.5	50	12.5	62.5
	4	92	100	47.7	47.7	4.5	52.3
	5	57	100	N/AV	N/AV	N/AV	33.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	43	100	56.4	41	2.6	43.6
	4	93	100	48.3	43.7	8	51.7
	5	38	100	52.8	41.7	5.6	47.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	116	96.6	48.2	45.5	6.4	51.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	85	95.3	39.2	40.5	20.3	60.8
	4	94	97.9	43.2	42	14.8	56.8
	5	75	98.7	50.7	35.8	13.4	49.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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